

GRADE LEVEL CONTENT EXPECTATIONS

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v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

Welcome to Michigan's K-8 Grade Level Content Expectations

Movement is critical to all aspects of a child's growth and development. Physical education provides unique learning opportunities for students in kindergarten through grade 12 to acquire knowledge, skills, fitness, and attitudes to enhance their quality of life through physical activity.

Physical education is an integral component of the education process. Researchers have shown that students who participate in regular physical education will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Regular physical education encourages a positive attitude towards self and others, which is an important factor in creating a healthy learning environment.

Quality physical education programs provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

A physically educated person who participates in health-enhancing physical activity:

- demonstrates competence in selected motor skills.
- assesses, achieves, and maintains physical fitness.
- applies cognitive concepts in making wise lifestyle choices.
- exhibits appropriate personal/social character traits while participating in physical activity.



A comprehensive physical education curriculum should be based on the state's K-12 Physical Education Content Standards and Benchmarks.* It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

Based on the Michigan State Board of Education Policy on Quality Physical Education, adopted September 25, 2003, a quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:

Curriculum

- Is aligned with the Michigan K-12 Physical Education Content Standards and Benchmarks.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

Instruction and Assessment

- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps all students involved in purposeful activity for a majority of the class period.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

Opportunity to Learn

- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high schools).
- Has a teacher-to-student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Maintains and has enough functional equipment for each student to actively participate.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

*Physical education classes are not to be and should not be used as an arena for interscholastic practices. This is not only unethical, but also does not give credibility to the purposes and goals of the physical education curriculum.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education’s Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child’s school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

- | | |
|---|--|
| 1. Motor Skills | demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. |
| 2. Cognitive Concepts | demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. |
| 3. Motor Skills | participates regularly in lifelong physical activity. |
| 4. Physical Fitness | achieves and maintains a health-enhancing level of physical fitness. |
| 5. Personal and Social Character Traits | exhibits responsible personal and social behavior that respects self and others in physical activity settings. |
| 6. Personal and Social Character Traits | values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the next page. The skills and content addressed in these expectations will, in practice, be woven together into a coherent Physical Education curriculum. Beyond the Physical Education curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade level, and expectation number. For example, M.MC.01.01 indicates:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 01** - First Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 Personal/Social Behaviors and Values (B)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)
It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.			

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.02.01 demonstrate selected space awareness movement concepts for location, such as self-space, personal space, and general space in isolated settings.

M.MC.02.02 demonstrate selected space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.

M.MC.02.03 demonstrate selected space awareness movement concepts for levels, such as low, medium, and high in isolated settings.

M.MC.02.04 demonstrate selected space awareness movement concepts for pathways, such as straight, curved, and zigzag in isolated settings.

M.MC.02.05 demonstrate selected space awareness movement concepts for extensions, such as large/small and far/near in isolated settings.

Effort

Students will...

M.MC.02.06 demonstrate selected effort movement concepts for time, such as fast/slow and sudden/sustained in isolated settings.

M.MC.02.07 demonstrate selected effort movement concepts for force, such as strong and light in isolated settings.

M.MC.02.08 demonstrate selected effort movement concepts for flow, such as bound and free in isolated settings.

Relationships

Students will...

M.MC.02.09 demonstrate selected relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical in isolated settings.

M.MC.02.10 demonstrate selected relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside in isolated settings.

M.MC.02.11 demonstrate selected relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.02.01 demonstrate mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

M.MS.02.02 demonstrate mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge in isolated settings.

Manipulative

Students will...

M.MS.02.03 demonstrate the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.

M.MS.02.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike in isolated settings.

*Aquatics

Students will...

M.AQ.02.01 demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery with support in isolation.

M.AQ.02.02 demonstrate selected elements of safe water entry and exit with support in isolation.

M.AQ.02.03 demonstrate a combination of arms and legs to locomote in the water with support in isolation.

M.AQ.02.05 demonstrate capacity to put on a life jacket with peer assistance in isolation.

M.AQ.02.06 demonstrate capacity to move in the water while wearing a life jacket with assistance.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.02.01 demonstrate selected elements of water-based outdoor pursuits in isolated settings.

M.OP.02.02 demonstrate selected elements of mature form in hiking/walking motor skills in land-based outdoor pursuits in isolated settings.

CONTENT KNOWLEDGE	Rhythmic Activities <i>Students will...</i> M.RA.02.01 choose locomotor and axial movements to use in demonstrating a movement pattern to even and uneven rhythms.
	Feedback <i>Students will...</i> K.FB.02.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.
	Movement Concepts Space Awareness <i>Students will...</i> K.MC.02.01 describe space awareness movement concepts for location, such as self-space, personal space, and general space. K.MC.02.02 describe space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise. K.MC.02.03 describe space awareness movement concepts for levels, such as low, medium, and high. K.MC.02.04 describe space awareness movement concepts for pathways, such as straight, curved, and zigzag. K.MC.02.05 describe space awareness movement concepts for extensions, such as large/small and far/near. Effort <i>Students will...</i> K.MC.02.06 describe effort movement concepts for time, such as fast/slow and sudden/sustained. K.MC.02.07 describe effort movement concepts for force, such as strong and light. K.MC.02.08 describe effort movement concepts for flow, such as bound and free. Relationship <i>Students will...</i> K.MC.02.09 describe relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical. K.MC.02.10 describe all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside. K.MC.02.11 describe relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.

Motor Skills

Non-Manipulative

Students will...

K.MS.02.01 describe the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Locomotor

Students will...

K.MS.02.02 describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

Manipulative

Students will...

K.MS.02.03 describe selected critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.

K.MS.02.04 identify selected critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike.

*Aquatics

Students will...

K.AQ.02.01 identify selected critical elements of the basic aquatic skills of front float, back float, and recovery.

K.AQ.02.02 identify selected elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, etc.).

K.AQ.02.03 identify selected elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, etc.).

K.AQ.02.04 identify selected elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).

K.AQ.02.05 identify selected elements of how to get help (e.g., steps to calling 911, when to leave or help a victim, etc.).

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

K.OP.02.01 identify selected aspects of the seven principles of Leave No Trace (PEAK version) in isolated settings.

K.OP.02.02 identify selected types of land or water-based outdoor pursuits.

K.OP.02.03 identify selected aspects of types of equipment and/or accessories with land or water-based outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.02.01 compare basic rhythmic patterns.

Participation Inside/Outside of Physical Education

Students will...

K.PA.02.01 understand safety rules and procedures for selected physical activities.

Health-Related Fitness

Students will...

K.HR.02.01 identify the five components of health-related fitness.

K.HR.02.02 identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).

K.HR.02.03 identify the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).

K.HR.02.04 identify the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.02.05 identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

K.AN.02.01 differentiate between moderate to vigorous levels of physical activity.

K.AN.02.02 explain that supporting their own body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).

K.AN.02.03 recognize flexibility through a full range of motion of the major joints.

K.AN.02.04 identify that the body is made up of lean body mass and body fat.

Personal/Social Behaviors

Students will...

K.PS.02.01 identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

K.PS.02.02 identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

Regular Participation

Students will...

K.RP.02.01 identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.

K.RP.02.02 describe participation in a physical activity for novelty and challenge in isolated settings.

Individual Differences

Students will...

K.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.

K.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

Feelings

Students will...

K.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity.

FITNESS AND PHYSICAL ACTIVITY

Participation During Physical Education

Students will...

A.PE.02.01 participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, and chasing and fleeing activities.

Participation Outside of Physical Education

Students will...

A.PA.02.01 participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, and chasing and fleeing activities on a daily basis.

Health-Related Fitness

Students will...

A.HR.02.01 recognize that there are five components of health-related fitness.

A.HR.02.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).

A.HR.02.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang, etc.).

A.HR.02.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.02.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

A.AN.02.01 sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).

A.AN.02.02 support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

A.AN.02.03 demonstrate flexibility through a full range of motion of the major joints.

PERSONAL/ SOCIAL BEHAVIORS AND VALUES

Feedback

Students will...

B.FB.02.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.02.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

B.PS.02.02 exhibit selected behaviors which exemplify each of the personal/social character traits of competitive competition, initiative, and leadership in isolated settings.

Regular Participation

Students will...

B.RP.02.01 express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.

B.RP.02.02 choose to participate in a physical activity for novelty and challenge in isolated settings.

Individual Differences

Students will...

B.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.

B.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in isolated settings.

Feelings

Students will...

B.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity in isolated settings.

Acknowledgements

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